

DOCUMENT RESUME

ED 150 289

08

CE 013 959

AUTHOR Hunter, William; Ewing, Patricia
TITLE Experience Based Career Education Project. Final Report.
INSTITUTION Rhode Island Univ., Kingston. Curriculum Research and Development Center.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Rhode Island State Dept. of Education, Providence.
BUREAU NO 502AH60027
PUB DATE Aug 77
GRANT G310-76-0052
NOTE 70p.; For a related document see CE 013 955; Not available in hard copy due to marginal reproducibility of original document

EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Career Education; *Educational Alternatives; Employer Attitudes; *Program Attitudes; Program Evaluation; School Community Relationship; Senior High Schools; Skill Development; Student Attitudes; *Student Improvement; Vocational Development; *Work Experience Programs

IDENTIFIERS *Experience Based Career Education; Rhode Island

ABSTRACT

A third-party evaluation was conducted of the first year of an experience-based career education project (EBCE) in Rhode Island. Three sources of evaluation information were used: evaluator observations, the Community Resource Questionnaire, and the Student Skills and Attitude Inventory. Because the actual project implementation was for just one quarter, posttesting of students on pretest information was not conducted; pretest results are summarized for these instruments. It was concluded that program elements were present in time to offer initial site experiences, that the staff was committed to constantly improving the program, and that the goals of the first year were successfully completed. Recommendations for future attention included more skill development, active involvement in eliminating sex bias and sex stereotyping, and active recruitment of vocational students. (Appendixes contain a partial listing of Academic Resource Center materials and resource site and student survey forms.) (TA)

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EXPERIENCE BASED CAREER
EDUCATION PROJECT

FINAL REPORT

AUGUST 1977

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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This report of the Curriculum Research and Development Center is principally the work of Dr. William Hunter and Ms. Patricia Ewing and was prepared under a contract with the Rhode Island State Department of Education.

CE 013 959

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I. INTRODUCTION

This report is the fourth in a series of program evaluation reports prepared by the Curriculum Research and Development Center (CRDC) as part of the evaluation of the Rhode Island State Department of Education's (RIDE) federally-funded project, Experience-Based Career Education (EBCE). Taken together, the four documents should provide a complete picture of the first year's activities, successes, problem areas, and impact. Although the reader is encouraged to read each of the previous documents, they will be reviewed here to provide context for this report.

The First Interim (Implementation) Report was submitted to RIDE by CRDC on January 15, 1977. One of its chief functions was to publish a revised timeline that reflected the project's reaction to late notification of funding. In addition, the report provided information regarding procedures for staff selection, the staffing structure, and the physical location of project staff (the project is centered in two area schools: one in Cranston, one in the Blackstone Valley). Another section of the first report summarized project activities including staff training, initial contacts with the staff of cooperating schools and businesses, and Advisory Board meetings. This section also listed areas of concern to participating schools (e.g., amount of academic credit, make-up for classes missed, transportation). Two sections of the first report were evaluation oriented -- one discussed the evaluator's activities, the other reviewed evaluation findings from another EBCE implementation site (the one conducted as a model by the agency that developed the program, Research for Better Schools (RBS)). The evaluator identified four areas in need of "special attention:" staff understanding of roles, specific job-site recruitment plans, comprehensive student

recruitment and basic skills materials development. Appendices were attached to provide evidence and support for statements in the report and to provide a sample of the evaluation instruments.

The (second) Interim Report was submitted in May and focused directly on the activities and processes of the project. At that time, approximately 60 job sites had been identified. One hundred and fifteen students had volunteered for the project, and twenty-eight agreed to be tested as controls. RBS specialists had trained teachers and counselors in each participating school, and an initial meeting had been held with the program students giving them details of their individual programs. Although plans were continuing for the development of Activity Resource Centers (ARC's) little concrete action had been taken. Additional Advisory Board meetings were held and Task Forces on specific program elements were formed. Parent meetings were held at both sites with moderate attendance. Steps were taken to develop a graduate course to teach the methodology of the program to Rhode Island teachers. The report also updated the evaluator's activities, with emphases on efforts to examine the issue of sex bias and the development of additional evaluation instruments. This section of the report also summarized the evaluator's observations of a limited number of on-site visits to job sites while students were also visiting the sites. Data pertaining to the effectiveness of the RBS training were presented, with recommendations for future training sessions. Finally, a review of several problem areas led to a critique of the administrative structure of the project including proposals for alternatives and suggestions for developing alternatives. Again, appendices were provided to support the comments and summaries given in the body of the report.

The (second) Interim Report was incomplete in that it did not present student pretest data since the analyses were not available at that time. An Addendum, submitted in August, 1977, provided detailed summaries and descriptive statistics on all pretest measures. When appropriate, statistical comparisons of the experimental (i.e., project) students and the control group were also presented. On a number of tests and questionnaires, it appeared that the EBCE students differed slightly (but consistently) from the controls. While such differences can be "controlled" statistically, the procedures and the concepts required to do so are much simpler if the students have been randomly assigned to the groups. Although this was the intention of the project, it was not carried out due to the smaller-than-anticipated number of volunteers. The Addendum emphasized the need to carry out this procedure in subsequent project years. Questionnaire data also seemed to show that the students who volunteered for the project fit the description of the target group (from the project proposal). Other sections of the report reviewed the testing process; it was the evaluator's opinion that an experienced test administrator should be included in the project or that testing should be subcontracted to a testing or evaluation agency.

The present report is the Final Evaluation Report for the first project year. Its purposes are to bring together information from the previous reports, to summarize both project and evaluation activities during the last part of the project year, and to summarize results on end-of-year evaluation instruments. The reader is reminded that posttesting on most project evaluation instruments was not conducted (see Addendum to the Interim Report for reasons).

II. PROJECT ACTIVITIES

This report section discusses the activities of the project which have been ongoing since the filing of the Interim Report. Project staff activities centered on project administration, advisory meetings, development of the Academic Resource Centers (ARCs), school staff training, site related activities, and participation in a review by federal and regional officials. What is presented here is not meant to be an exhaustive listing of staff undertakings for the period May through August 1977, but a fairly comprehensive accounting of their efforts' emphases.

Project Administration

Project staff continued to hold weekly staff meetings attended by the Department of Vocational Education project administrator, the Cranston EBCE administrator, the Cranston and Blackstone Valley coordinators, the Department of Vocational Education staff member charged with transportation and insurance matters, and the third party evaluator. The main business covered at the meetings was receiving from the individual staff status reports on their current assignments. Agendas were not distributed for all meetings. When they were available, they frequently were not adhered to. This sometimes made the issues and their resolutions difficult to discern. At times this resulted in an inefficient and ineffective meeting.

The most common issues at the staff meeting were those related to:

(1) Transportation

Staff were confronted with numerous problems because the bus company contracted to transport students to job sites proved to have extremely poor equipment. It was also unable to maintain the strict time schedule required for getting to and from the sites. Students were arriving late at a site, or in a few cases, not arriving at all. Efforts to resolve this situation were intense, and by the third week of the program a new bus company was contracted.

(2) Insurance

Substantial amounts of staff activity continued to center on exploring the types of insurance the students needed enroute to and at job sites. It was necessary to get legal interpretation of existing policies in order to determine the needs for additional coverage. Responsibility for investigating the insurance aspects changed several times prior to and during the quarter. The different staff spoke with various individuals and (it seemed) obtained contradictory information. Eventually, apparently adequate coverage was assured for each student, but assigning this item to one staff member would have expedited the process.

(3) Site experience

Much staff time and much staff meeting time was taken in planning and in actually preparing for the students' site experiences. Particularly critical aspects included developing student site information materials, student and site monitoring forms, and planning "first day" and "wrap-up day" experiences.

(4) Site identification

A portion of each meeting focused on the staff's continuing efforts to identify additional job sites. All staff members had responsibilities to assure sufficient sites for the 1977-78 year.

(5) Advisory group involvement

Means of involving the advisory board in a way which would further strengthen their role in EBCE was a prominent concern. Sub-committees of the board were formed to address specific tasks such as referrals for job site identification. In addition, a board was formed of principals from participating schools. The first meet was held in June, 1977, to involve the principals in the planning for 1977-78.

Adoption of a new staffing model in June 1977 affected the project administration. Four staff members from participating schools were added on a temporary, part-time basis to assist in job site identification. These individuals were counselors from the Cranston and Blackstone Valley schools who had worked with EBCE during the academic year. Goals were set for the types and numbers of new sites necessary. These staff were trained by the site coordinators. Once a site was identified, specific steps were followed to develop it for the job site experience.

Other staffing changes which impacted on the project administration was the departure of a coordinator from the staff, and the anticipated change under the 1977-78 proposal for establishment of a Department of Vocational Education based Project Manager, with there being an area coordinator at Cranston and at Blackstone Valley. The resource and curriculum coordinator positions will no longer exist in their present forms.

Site Activity

The major staff effort during April-June, 1977 was twofold: (1) monitoring the students' site experiences; and (2) recruiting students for the 1977-78 program.

Site monitoring was accomplished by on-site visits from the coordinators. Each site was visited while students were present on at least one occasion.* The coordinators completed a report format recording:

*The third party evaluator also conducted onsite observations. Those are reported in another section of this document.

- the name of the site
- the cluster area to which it belongs
- a description of activities observed**
- a rating of the observation categories (minimal, adequate, excellent)
- assessment and recommendations
- program revision meeting outcomes

The students' "first day" orientation was described in the Interim Report, May 1977. The students also had a group final program day, "wrap-up" day, the week following their final site visit. During these sessions, students reviewed their EBCE experiences and completed surveys requesting their reactions to the program. They also received information on the next phase of EBCE in which they could elect to participate in the Fall.

Recruitment of 1977-78 students was handled similarly to that for 1976-77. Coordinators for Cranston and Blackstone Valley met with groups of students to explain EBCE. With assistance from the school counselors, applications were distributed and returned to the coordinators upon completion. Applicant figures are not yet confirmed (although initial response was substantially higher than was that for the Spring program). Consequently, it is not yet possible to tell if there will be sufficient numbers of students volunteering to randomly fill both an experimental and a control group (in the numbers named in the proposal) for the program.

Pretesting of students will be done in September, 1977, prior to their entry into the program.

**This need such features as relevancy to project goals, interest level, level of student involvement, effectiveness of student performance, and effectiveness of employer performance.

1977-78 Program Planning

Staff have concentrated on three program aspects in revising/developing EBCE for 1977-78:

- (1) identification of new clusters and reorganization of present clusters;
- (2) modification of the student schedule to accommodate:
 - (a) employer needs;
 - (b) transportation requirements;
 - (c) participating schools' needs for a more simplified program; and
 - (d) student and teacher needs to lessen the burdens of make-up work when students miss whole class days on a weekly basis.
- (3) review of sites used this Spring to determine if they should be used again, and if so, what changes might be made to improve the experiences.

As a result of the work done on the clusters, the following eight clusters are being developed for the coming year:

- (1) business
- (2) communications
- (3) fine arts
- (4) health
- (5) hospitality/recreation
- (6) manufacturing
- (7) marine science
- (8) public service

Students were asked to select three clusters in order of their preference. Preliminary assignments to sites indicate that nearly all students may receive their first cluster choice.

Schedules for the site experiences have also been altered. Rather than full day, once per week sessions, students this year will go one full day or two half days every other week depending on the plan their school has opted. Efforts, too, are being made to schedule students for

study halls or activities other than core academic subjects during the times they are on site.

Recruitment of new sites has progressed with two criteria in mind: the quality of an experience a particular site can offer and the proximity of the site to the schools. The concern for quality generates from the staff's decision to more carefully weigh the total a student could gain from an experience. For example, in the Hospitality/Recreation cluster if a fast-food restaurant and a downtown hotel are available as sites, the hotel would be selected for the project because of the broader range of experiences possible there. The concern for proximity is due to the extensive transportation problems encountered this year, and the desire to minimize the potential for them to occur in the future. Also, the less time a student is enroute the more time she or he is actually at the site.

A complement of sites for each cluster is close to being attained as of the filing of this report.

Academic Resource Centers

Progress toward establishing the ARCs has been significant. The staff expects to have ARCs operating at Cranston and Blackstone Valley this Fall. Curriculum materials are being developed with the assistance of teachers from the EBCE schools who receive stipends for their professional services. More commercially prepared materials (refer to initial orders cited in the Interim Report, May 1977) have been reviewed and ordered (see Appendix A for partial list).

Training

The project staff, in conjunction with faculty from the University of Rhode Island and Rhode Island College, have developed a graduate level credit course based on the program to be offered for staff in the participating EBCE schools. In June 1977, RBS conducted training for six individuals who would then be available to instruct the graduate course. Two of those trained will instruct the initial offerings of the course this Fall. For the teachers' convenience, the courses will be held at the EBCE regional centers, Cranston-West High School and Davies Vocational School. The evaluator was not notified in advance of the times of the training; therefore, was unable to evaluate it. However, RBS conducts its own evaluations at the conclusion of their workshops. Results of the evaluation may be available from them.

Exemplary Project Site Visit Evaluation

On August 9, 10 and 11, 1977, the RIDE Experience Based Career Education Project was visited by four evaluators from the regional and federal offices. The purposes of the site visitation were to confirm that the project was consistent with the proposal, comment on project strengths and weaknesses as the project has been implemented, and identify specific problem areas which may exist. The initial session was a general meeting with overviews and status reports of the various project components. Subsequently, the team met with the Advisory Council and visited both the Cranston and Davies sites. The final session was a reaction by the team members to the evaluation.

In general, they found the project was operating consistent with the proposal and/or approved proposal revisions. The following points were noted as requiring attention:

- (1) Local accounting guidelines employed for the Cranston project are not consistent with federal guidelines. (Attempts are being made to employ consistent guidelines.)
- (2) The amount and type of information available to the students going to a job site did not seem as adequate or clear as it could have been. (Project staff have revised the information packet for the Fall program.)
- (3) Whether there is sufficient official labor organization representation on the Advisory Board should be reviewed.
- (4) Legal clarification should be made of the student insurance coverage issues. (RIDE has indicated this is being done.)
- (5) Approximately three more clusters should be extracted from the existing projected cluster listing for this Fall. The students should have more to select from and more to look to as back-up if first choices are not available.
- (6) Materials ordered for the ARC should be again reviewed for sex-bias issues. At least one item on the purchase order list (King Comic Features) was thought by a visiting evaluator to contain sex bias.
- (7) In light of the Privacy Act, it is imperative that the project have on file, for both program and control group students, a letter signed by parents and students authorizing data collection and use. The text of this letter should be comprehensive concerning the nature of EBCE, the testing to be done, and how the results would be used. The third party evaluator and project staff will draft this letter for use with all (current and new) EBCE students this Fall.
- (8) Project staff plans to make a movie of the EBCE program must be held until appropriate clearances can be obtained through regional and federal level offices.

Evaluator Comments

In addition to the items noted by the visiting evaluation team, the third party evaluator makes the following remarks concerning program aspects currently in staff discussion:

- (1) Undue emphasis on students providing their own transportation or assuming insurance coverage under their parents existing policies could have a negative program effect in systematically discouraging/depriving some students from participation.
- (2) Development of basic skills tests must be done simultaneously with structuring project activities.
- (3) Counselors should provide students with a thorough explanation of the testing done in connection with the program, both before the tests are administered and when the results are interpreted.
- (4) A procedure for accounting for student attendance at the sites must be determined and monitored for accuracy. Record keeping problems are acknowledged to be burdensome. However, unexcused student absences would cause concern about the continued viability of the program.

As is suggested by the activities outlined in this section, the project administrative undertakings in this last quarter of the project have been numerous and, in many cases, intense. Completion of program elements necessary to offer the initial site experiences for the students this Spring, and program improvement in preparation for the 1977-78 project have been the major thrusts and have resulted in an overall successful effort.

III. EVALUATION ACTIVITIES

As with the previous reports, this one will provide a brief summary of major evaluation activities since the last report. A major portion of these activities have been related to the handling and analyses of the pretest results. Since this portion has been documented in the Addendum to the Interim Report, this section will focus on other evaluation activities.

Staff Meetings. The evaluator has attended all but one or two of the weekly staff meetings. These meetings have been the principal means of coordinating project activities and are probably the central communication system for the project. Comments on the meetings are included in Section II.

Instrument Development. The evaluator has developed draft forms, reviewed them with staff, and revised each of the following: Teacher Competency Checklist, Counselor Competency Checklist, Student Skills and Attitude Inventory, and Resource Staff Questionnaire (for the contact people in each cooperating business). The last two forms were initially developed on the basis of responses from approximately one-third of the business representatives to a 15-20 minute informal telephone interview.

Site Visitations. The evaluator made at least 15 visits to job sites during the spring. During these visits, the evaluator simply observed the students as they toured a facility. The evaluator was usually accompanied by one of project staff on such visits. Of

particular concern was the issue of sex bias. While the evaluator did not observe instances of bias in the way students in any group were treated, it is important to note that the groups often consisted of only male or only female students.

Proposal Development. To a limited extent, the evaluator consulted with project staff in the development of the 1977-78 proposal (in interpreting evaluation recommendations, etc.). Also, the evaluator developed the evaluation component of the proposal.

Federal Audit. The evaluator prepared a package of materials and presented them to the funding agency's review team. Much of the information presented there has been included in the Addendum to the Interim Report on this report.

Data Analysis and Reporting. Tabulation of responses to end-of-year instruments and reporting of results has been the last of the first year's evaluation activities.

IV. END-OF-YEAR RESULTS

Three sources of evaluation information will be discussed here: (1) Evaluator Observations, (2) the Community Resource Questionnaire, (3) the Student Skills and Attitude Inventory. The first of these is most subjective, relying as it does on informal, unstructured site visitations. Nevertheless, it is frequently such "outside opinion" that is most interesting to program staff, so the observations will be discussed first.

Evaluator Observations

Although the primary source of information for this section is the series of site visits mentioned above, the comments and opinions of students, project staff, and business resource people have influenced the observations and have added considerably to the evaluator's understanding of the project. The relative influence of each of these various sources cannot be separated and identified, but all are reflected in these comments.

Perhaps the simplest, and yet most important, observation to be made about the students' visits to the employer sites is that the rate of absenteeism has been a problem. Partly due to transportation problems, partly due to scheduling problems, partly due to the students themselves, it has been a rare circumstance that an employer has been visited by the full expected complement of students. It is the evaluator's judgment that if this trend were to continue, many of the employers would cease participating. It is true that the reasons have mostly been valid (students' concern about missing exams, e.g.), but the underlying conflicts and problems should be addressed and resolved as a top priority item in the fall of the second project year. (Much

can be, and has been, forgiven during this trial period. The evaluator does not believe the employers will be so understanding now that "the bugs" are out of the system.) Most importantly, students must know that unexcused absence is simply not a permissible behavior. Even if enrollment in the project is low, the evaluator considers it essential for the project's relationship with the business community that students who fail to show cause for their absences (preferably in advance) be removed from the project.

On the other hand, it has been the evaluator's observation, supported by the business representatives' comments, that the students who have made visits have been polite, interested, and showed seriousness of purpose in the way they listened and questioned.

While it appeared that students were not being subjected to deliberate sex bias by the employers, it also appeared that students are making sex-stereotypical career exploration judgments; e.g., many girls in the business cluster appear interested in traditional clerical-secretarial careers. Also, when opportunities to operate equipment were limited, the choice of students to try it seemed to reflect traditional sex-linked occupational distinctions; e.g., in mixed groups at two different sites, girls were given the opportunity to run a switchboard in one instance and to operate a cash register in another. The evaluator continues to feel that the issue of sex bias can be overemphasized to the point that it detracts from the project's purposes, but it seems most appropriate to encourage employers to give both male and female students opportunities to explore roles and situations they might otherwise overlook.

In this regard, some of the job sites began their students' explorations with long talks, discussions, or tours. While many of

these were highly interesting and very informative, they fell short of the project's intention of getting the students involved (in however small a way) in the activities of the job site. Students speak most highly of those places that "let us get our hands dirty." However, the resource coordinators seemed to do a good job of identifying employers who missed this point and of helping them find ways to involve the students.

Perhaps the most positive and promising result of these observations has been the consistency with which both students and business resource people express a desire to extend the visits for more time each day and more days for each site. These feelings imply readiness for the next stage in the career development model upon which the program is based. Hopefully, they speak well for the project's prospects of success in its second year.

One final comment with regard to the observations and, more particularly, the telephone interviews with business resource people. The contact people in business seem willing, indeed eager, to continue to work with the program but some of them took the opportunity to inform the evaluator that they felt the project was not functioning properly. They referred to "communications problems at the state department," "continual foul-ups," and "lack of efficiency or accountability." Again, formative problems can be forgiven, but this image cannot continue without damaging the program. The evaluator understood the business people's concerns to be focused on problem areas discussed in the Interim Report. Hopefully, the revision in administrative structure, a fresh start in September, and the wisdom that comes from experience will enable the program to generate a more desirable image.

Community Resource Questionnaire

All of the business contact people were sent copies of this brief five-part questionnaire. Thirty-five questionnaires were returned, which is a response rate of just over 60%. The return seems to be fairly representative of the population of cooperating sites in terms of geography and cluster areas with one exception: there was only one "marine industry" questionnaire returned. Results are discussed below by topic.

Relationship of EBCE project to the organization. Table 1 summarizes the respondents' answers to five questions about the relationship between their company and the project. These data reflect an overall positive business-project relationship that seems to contradict a part of the discussion of the evaluator's observations. There are at least three possible explanations of this difference: (1) the evaluator has heard from a vocal minority or one not represented in the return, (2) opinions changed as the year drew to a close, or (3) respondents were reluctant to commit negative opinions to paper. In any event, responses to four of the five questions are clearly supportive. The fifth question asked whether the project changed the respondents' attitude toward public education. Since only those who reported a change in attitude toward the public schools (question 5) were asked to explain, it is not possible to give the exact reasons why the overwhelming majority reported no change in attitude. It is reasonable to expect, however, that these respondents became actively involved with the schools because of a positive attitude to begin with and that this attitude has not changed. Of those who reported change (10 respondents), nine became more positive; their reasons were: exposes students to "real world" (5), helps them make better decisions (2), it's more effective (1), and the staff works hard.

Table 1

Resource Site Personnel Responses Concerning
EBCE Program Relationship to Their Organization

N = 35

TOPIC	RESPONSE
1.* Employees having contact with EBCE students	average number of employees <u>11</u> (range 1-53)
2. Person days of employee time committed to EBCE	Average number of person days <u>8</u> (range 1-55)
3. Resource site personnel who agree their ideas have been given suitable consideration	percentage who agree <u>86</u>
4. Resource site personnel who agree the project has changed their attitude toward public education	percentage who agree <u>31</u>
5. Resource site personnel who rate the communication from EBCE staff positively (i.e., ok, good, or very good)	percentage giving positive rating <u>76</u>

*3 responses indicating "all" could not be included in the tabulation

Effects on students. Six questions sought to determine the impact that the respondents perceived the program to have had on participating students. Again, the results (see Table 2) are mostly very positive. It is understandable that only half the respondents would comment on the students' academic skills, and the 2 to 1 ratio of "No's" to "Yes's" for those responding to question 6 is also understandable since the academic portion of the project did not really begin. Sizeable minorities (20% or more) of the respondents do not believe the project is improving students' self-concepts or their attitude toward work. Hopefully, more will see such changes when a full year program is in operation. Given the project's short duration this year, these results are very encouraging.

Changes. Respondents were asked to list changes they would make in the operation of the EBCE project. The only responses that occurred more than once involved improving communications, providing more reliable transportation, and providing more time.

Outcome for employers. Table 3 briefly presents the four most frequently mentioned positive outcomes and four most frequently mentioned negative outcomes of the project with regard to employer participation. It should be noted here that the "Observations" portion of these results was written prior to any review of the data presented here. With this in mind, the reader should note the similarity between negative outcomes reported here and the evaluator's areas of concern in the previous section. Fortunately, the problem areas are not inherent in the program; all can be corrected if the staff remains aware of the problems, if the revised administrative structure is successful, and if feedback from the

Table 2

Resource Site Personnel Responses Concerning
Effect of EBCE on Students

N = 35*

PROGRAM EFFECT	NUMBER OF RESPONSES		
	YES	NO	NO ANSWER
1. In your opinion are students learning about the different jobs in your organization?	32	3	0
2. In your opinion does the project contribute to improving students' self-concepts?	28	7	0
3. In your opinion, does this project contribute to improving students' attitude toward work?	26	8	1
4. In your opinion, do students seem to be gaining information about careers in general?	32	2	1
5. In your opinion, will students in the project be better able to make career choices?	33	2	0
6. In your opinion, has this project improved students' academic skills?	6	12	17

*Not all responses were completed on all surveys

Table 3

Resource Site Personnel Responses
Concerning Positive and Negative
Results of Their EBCE Participation

Ranked According to Frequency
of Results Listed

N = 35

POSITIVE RESULTS	NEGATIVE RESULTS
1. Opportunity to work with young people 2. Provided a community service 3. Provided opportunity to expose students to non-traditional career choices 4. Experience well-received by the students	1. Inadequate amount of time to work with the students 2. Transportation problems affected the planned program 3. Communication difficulties with EBCE staff 4. Poor attendance and/or lack of interest on the part of some students resulted in a waste of staff time

business community (directly or through the evaluator) is continuously sought and heeded.

Freedom from racial and sexual bias. As Table 4 clearly indicates, this group of respondents cannot show evidence of racial or sexual bias in any aspect of the project. Naturally, this result should not be considered proof that the project is free of any bias, but it is additional support for that contention.

Student Skills and Attitudes Inventory. In order to determine more directly what impact the project is having on students, the evaluator developed the student inventory with input from business representatives and revised it in light of suggestions from project and RIDE staff (see Appendix B). Only 25 completed forms were returned from Cranston, 14 from Blackstone Valley. These responses may not represent the skills and attitudes of the whole group. Results will be presented and discussed by item. All of the data pertaining to student skills are based on student responses to the first site they visited. Responses to the second and third sites reflected less skill acquisition. (There were only 12 "third-visits" for Cranston and eight for Blackstone Valley, so these responses are even more likely to be a biased sample. The evaluator is not reporting results by site for two reasons: 1) it would jeopardize student confidentiality (for sites visited by only one or two students), and 2) publication of negative results might embarrass the cooperating businesses. If requested, the evaluator will package responses (for sites that had several students visit) and send them with names removed to the business representatives as a source of formative feedback.

Table 4

Resource Site Personnel Responses Concerning
Incidence of Racial or Sexual Bias
in the EBCE Project

By Percentage of Yes and No Responses

N = 31

INCIDENCE OF BIAS	PERCENTAGE RESPONSES	
	YES	NO
Have you seen or heard evidence of <u>racial bias</u> in any aspect of this project?	0%	100%
Have you seen or heard evidence of <u>sexual bias</u> in any aspect of this project?	0%	100%

Knowing the Site. One area of interest to both employers and project staff had to do with the students learning "about the company." For each site they visited, students were given a list of sixteen skills and asked which they would be able to do for that site. Table 5 summarizes the Cranston students' responses; Table 6 summarizes the Blackstone Valley return.

The data clearly show that a majority of the students feel they have acquired the ability to do each of these tasks, except "Explain how a person who works there gets promoted." This item is certainly a low priority question at the stage of career awareness. The students' explanations (to demonstrate the skill) seem generally to support their responses. An exception might be the responses to "List the names of all the departments." Students answering "Yes" could name some departments, but in many cases the evaluator could have added more to their lists. Individual responses would only make sense in relation to specific employers, so they will not be presented here; however, the evaluator thinks this format should be retained since it requires that students demonstrate the skills they believe they have acquired (i.e., they are less likely to answer "Yes" simply to please the project staff or the evaluator).

Knowing about responsibility. Another student outcome considered important by the business community was that students (through site visits and project activities) ought to become aware of the responsibilities that accompany employment. Tables 7 and 8 summarize the students' self-perceptions with regard to eight commonly held employee responsibilities. The data are overwhelmingly positive, but this is not uncommon with

Student Self-Report on Knowledge
Obtained Through Job Sites Experiences

N=25

Item: <u>Knowing the Site</u> For this site, I could:	RESPONSE			
	YES	NO	DOESN'T APPLY	NO ANSWER
1. List the names of all the departments.	14	7	3	1
2. Tell a stranger where to get questions answered.	21	0	3	1
3. List the products made.	6	1	17	1
4. List the services provided.	17	2	3	3
5. Tell who is in charge of what.	20	3	2	0
6. Explain five jobs people do there.	16	3	2	4
7. Tell what kind of training is needed for each job.	18	4	2	1
8. Explain why a site is in the cluster area.	16	5	3	1
9. Explain how to apply for a job with them.	19	3	1	2
10. Describe how orders for products are received and processed.	5	2	17	1
11. Describe what happens when a customer or client comes in.	10	9	5	1
12. Actually do a job or part of a job, which is done at the site.	19	5	1	0
13. Explain what job benefits a person who works there receives.	12	9	2	2
14. Explain how a person who works there gets promoted.	6	15	2	2
15. Explain how the products or services are made known (advertized/announced to the public.	10	5	9	1
16. Explain from where the monies to operate the company come.	15	3	2	5

Table 6
Blackstone Valley

Student Self-Report on Knowledge
Obtained Through Job Sites Experiences

N=14

Item: <u>Knowing the Site</u> For this site, I could:	RESPONSE			
	YES	NO	DOESN'T APPLY	NO ANSWER
1. List the names of all the departments.	5	6	2	1
2. Tell a stranger where to get questions answered.	12	0	1	1
3. List the products made.	2	1	11	0
4. List the services provided.	12	0	2	0
5. Tell who is in charge of what.	6	8	0	0
6. Explain five jobs people do there.	10	2	2	0
7. Tell what kind of training is needed for each job.	7	3	2	2
8. Explain why a site is in the cluster area.	12	0	0	2
9. Explain how to apply for a job with them.	10	2	0	2
10. Describe how orders for products are received and processed.	2	1	11	0
11. Describe what happens when a customer or client comes in.	7	1	3	3
12. Actually do a job or part of a job, which is done at the site.	8	3	2	1
13. Explain what job benefits a person who works there receives.	5	4	3	2
14. Explain how a person who works there gets promoted.	3	6	5	0
15. Explain how the products or services are made known (advertized/announced to the public.	9	0	5	0
16. Explain from where the monies to operate the company come.	11	0	2	1

Cranston

Student Self Report on Knowledge Obtained
Through Job Site Experiences

N = 25

Item: Knowing About Responsibility I know that if I were working there I would:	RESPONSE			
	YES	NO	DOESN'T APPLY	NO ANSWER
1. Always get to work on time.	25	0	0	0
2. Never miss work without a good reason.	25	0	0	0
3. Call in if I were sick.	25	0	0	0
4. Do my job as well as I could.	23	0	0	2
5. Follow company rules for doing things.	23	1	0	1
6. Learn as much about how the company operated as I could.	22	3	0	0
7. Take pride in my work and my employer.	24	0	0	1
8. Take care with the company's property and equipment.	25	0	0	0

Blackston Valley
Student Self Report on Knowledge Obtained
Through Job Site Experiences

N = 14

Item: Knowing About Responsibility I know that if I were working there I would:	RESPONSE			
	YES	NO	DOESN'T APPLY	NO ANSWER
1. Always get to work on time.	12	2	0	0
2. Never miss work without a good reason.	13	1	0	0
3. Call in if I were sick.	14	0	0	0
4. Do my job as well as I could.	14	0	0	0
5. Follow company rules for doing things.	11	0	1	2
6. Learn as much about how the company operated as I could.	11	0	3	0
7. Take pride in my work and my employer.	12	0	2	0
8. Take care with the company's property and equipment.	12	0	1	0

self-report measures. The difference between students' responses to their first site and their responses to their third site is most striking on this item. For example, of the 12 Cranston third-site respondents, three answered "No" to numbers 3 and 8, four answered "No" to numbers 1, 2, 4, and 5, and five answered "No" to numbers 6 and 7. The evaluator finds these results extremely puzzling and urges that they be a focus of the formative evaluation in the second year.

Knowing how to deal with people. One particular form of responsibility, relating well with customers, clients, co-workers, and supervisors, was of special interest to businesses that have frequent public contact (e.g., retail stores). Tables 9 and 10 show that most of the project student feel capable of handling the interpersonal responsibilities of people working at the sites they visited. The skills that fewer students marked (large group speaking, job interviewing, supervising) generally require practice, and/or training to be comfortably carried out.

Knowing about equipment. A somewhat incidental outcome of the visits ought to be increased familiarity with the machines and equipment needed to carry out the jobs that are of interest to the students. Some success in achieving this outcome would also be evidence that the "hands-on" activities the project proposes are in fact taking place. Tables 11 and 12 summarize the students' responses to the ten categories of equipment listed. The most frequent response was always "Doesn't Apply," which is appropriate since most companies will have only one or two categories of equipment. Except for categories 1, 3, and 4 for the Cranston students, the results are disappointing; for the Blackstone Valley

Cranston

Student Self Report* on Knowledge Obtained
Through Job Site Experiences

N = 25

Item: Knowing How To Deal With People If I were employed there <u>now</u> I feel I could do a good job of:	RESPONSE			
	YES	NO	DOESN'T APPLY	NO ANSWER
1. Handling customer complaints.	12	6	7	0
2. Selling products in a store.	6	7	12	0
3. Interviewing someone for a job.	14	7	4	0
4. Making a good impression.	24	1	0	0
5. Speaking to a large group.	10	10	4	1
6. Leading a group to get some- thing done.	15	5	3	2
7. Getting along with people who had jobs like mine.	24	1	0	0
8. Following instructions from a supervisor.	24	1	0	0
9. Supervising the work of others.	19	5	1	0
10. Helping others on the job.	24	1	0	0

Blackstone Valley
Student Self Report on Knowledge Obtained
Through Job Site Experiences

N = 14

Item: Knowing How To Deal With People If I were employed there <u>now</u> I feel I could do a good job of:	RESPONSE			
	YES	NO	DOESN'T APPLY	NO ANSWER
1. Handling customer complaints.	10	2	2	0
2. Selling products in a store.	8	1	5	0
3. Interviewing someone for a job.	8	4	1	1
4. Making a good impression.	12	0	1	1
5. Speaking to a large group.	6	7	0	1
6. Leading a group to get some- thing done.	7	5	1	1
7. Getting along with people who had jobs like mine.	12	0	1	1
8. Following instructions from a supervisor.	12	1	0	1
9. Supervising the work of others.	13	0	0	1
10. Helping others on the job.	12	0	1	1

Table 11

Cranston

Student Report on Knowledge Obtained

Through Job Site Experiences

N = 25

(Figures are the number of occasions
that students reported each level of experience.)

Item: Knowing about Equipment During my visit to this site, I was acquainted with the following type of equipment:	PERCENTAGE RESPONSE		
	WORKED EQUIPMENT	OBSERVED OPERATION	DOESN'T APPLY
1. General office/business	27	22	20
2. Store	0	2	49
3. Hospital	7	6	39
4. Food service	8	14	34
5. Scientific equipment	1	15	28
6. Engineering/architectural	1	12	37
7. Police/fire safety	0	3	42
8. Manufacturing	0	15	27
9. Industrial	0	11	32
10. Educational	3	2	38
11. Other	1	0	26

Table-12
Blackstone Valley
Student Report on Knowledge Obtained
Through Job Site Experiences
N = 14

(Figures are the number of occasions
that students reported each level of experience.)

Item: Knowing about Equipment During my visit to this site, I was acquainted with the following type of equipment:	PERCENTAGE RESPONSE		
	WORKED EQUIPMENT	OBSERVED OPERATION	DOESN'T APPLY
1. General office/business	1	7	28
2. Store	0	0	30
3. Hospital	0	0	30
4. Food service	0	0	30
5. Scientific equipment	0	0	30
6. Engineering/architectural	0	0	30
7. Police/fire safety	0	0	30
8. Manufacturing	0	11	24
9. Industrial	0	5	24
10. Educational	1	2	19
11. Other	0	0	16

respondents there was no category that appeared adequate possibly because these were all public service cluster students. While this area is of minor importance (if at all) to cooperating companies, it is an important motivational area that may be a principal determinant of whether student enthusiasm for the project increases or decreases with time.

In sum, students believed they acquired a diversity of skills as a consequence of their first site visit, but have been less enthusiastic about subsequent ones. The one area in which the site visits might not be considered successful is in the lack of opportunity for students to operate equipment (or assist in doing so). Naturally, this is not always possible, but program staff should continue to work with the employers to find suitable student-involving activities.

Although the title of the student inventory refers to "attitudes," the items on responsibility are the only attitudinal measurements involved. The title should be changed in future uses. Several related questions were added to the inventory at the request of RIDE staff. All were open-ended to allow the students to express themselves about matters of concern to them. Responses to each question are briefly summarized in narrative below.

Which of the sites you visited are in your cluster area?
Please list.

With only one or two exceptions (due to transportation problems or other mix-ups), students only visited sites in their clusters. Two students questioned whether one of the sites belonged in the cluster, however.

Explain what you found similar at these sites. Why are they in the cluster?

The clearest answers came from students in the public service cluster ("they all help people"). For others, the students tended to draw responses from the inventory itself - for example, they listed similarities in equipment. Other students were vague or general, - "The people were friendly" - and missed the point of the question. About 20% of the students answered that the sites had little in common.

What jobs did you learn about through your site visits which you did not know about before?

Most students simply listed all the jobs they had seen (including secretary, waitress, cook, cashier, etc.). Because of this, it is impossible to determine which occupations listed were in fact new to the students.

What jobs did you find out about through EBCE that you think you might be interested in?

Responses to this question were completely idiosyncratic. Moreover, the evaluator questions whether anything of value would be learned by tabulating the numbers interested in computer operations, secretarial positions, or security guards.

What does "job satisfaction" mean to you?

There were four basic kinds of response to this question; 43% of the respondents gave answers meaning: "You are happy doing the job," 26% gave answers equivalent to: "doing your work very well and taking pride in it," 17% combined these two ideas and 14% gave negativistic responses that meant: "You don't really hate the job you have."

What is the most important thing you learned in EBCE this quarter?

Fifty-five percent of the respondents said they learned information about jobs (many mentioned "opportunities"). Twenty-two percent said they learned that they did not want a certain job. Twenty-two percent said they learned about people or dealing with people.

What would you have like to learn in EBCE that you didn't?

Answers were about evenly divided between wanting more depth on one occupation or cluster and wanting to explore other clusters.

The most frequent responses by far were "better transportation" and "more organization." Several students suggested eliminating one or two of the sites they visited. Other ideas were "give actual on-the-job-training" and "let us choose our own sites."

V. CONCLUSIONS AND RECOMMENDATIONS

The Rhode Island EBCE project has had a difficult first year. Beginning with late notification of funding and ending without posttesting, the project has faced a continuous series of both internal and external problems. Throughout the year, the staff has faced the problems openly, and honestly attempted to find solutions. The specific areas of difficulty have been discussed in this and other evaluation reports.

At this time, it appears that enough has been learned from the first year's problems so that subsequent years should see the project operate more smoothly. To increase the chances for future success, the evaluator recommends:

- An accurate project calendar be developed and adhered to
- Staff meetings be held less frequently (biweekly perhaps). The savings in time should be used to prepare accurate agendas in advance.
- Staff meetings need not follow "Robert's Rules," but discussions should be kept to a single issue until action on that issue has been decided. The decisions should be recorded in minutes or meeting summaries.
- Subcontracting of the evaluator's data analysis should be carefully reviewed after pretest results have been obtained.
- Systematic discussions of the contributions of each business should be part of the functions of staff meetings. The staff's observations and student evaluations should provide a data source for these discussions.
- Every effort must be made to assure that students arrive at the business at the scheduled time and in the numbers committed.

APPENDIX A:
Partial Listing of ARC Materials

Academic Resource Center Materials ordered
for Blackstone Valley EBCE Program Schools

The Work Book Kit Logau, Iowa: Perfection Form Co., 1976
Simulation Belmont, Mass: Contract Research Co., 1975
Consumer Education, Spirit Masters J. Weston Walch, Inc.
Great Quotes about Successful Living J. Weston Walch, Inc.
Math for Everyday Life J. Weston Walch, Inc.
Mathematics in Life Series Scott, Foresman Co.
Mathematics in Life - all supplimentary materials Scott, Foresman Co.
Plan* Survival Math Skills Kits Westinghouse Learning Corporation
Plan* Algebra II Westinghouse Learning Corporation
Plan* Geometry Westinghouse Learning Corporation
Plan* Trigonemtry Westinghouse Learning Corporation
Buying and Operating a Car; Spirit Masters J. Weston Walch, Inc.
SRA Reading Record: full series Science Research Associates
Decision Making for Career Development Kit Science Research Associates
King Features Careers Comics Series King Features Publishers, Inc., New York, NY
Speaking of Theater Scott, Foresman

APPENDIX B:
Resource Site and Student Survey Forms

EXPERIENCE-BASED CAREER EDUCATION

RESOURCE STAFF QUESTIONNAIRE

This questionnaire is intended to assess your opinion of the EBCE project especially as it relates to your place of employment. It has been kept very brief to minimize the demand for your time.

Please assist us by completing the questionnaire as honestly as possible. The return envelope has been coded to allow us to determine the representativeness of the return. Your responses will be kept strictly confidential. Please return your form within three days. Your cooperation is appreciated.

Sincerely,

Curriculum Research and Development
Center

I. Relationship to your organization

1. How many of your employees have had contact with EBCE students? _____
2. Approximately how many person-days of employee time has been committed to the project? _____
3. How would you rate communication from EBCE staff to you?
a) Very good b) Good c) OK d) Fair e) Very Poor

Comments: _____

4. Do you feel your ideas and suggestions have been given suitable consideration? Yes No
5. Has this project changed your attitude toward public education? Yes No

If yes, in what way? _____

II. Effect

1. In your opinion, are students learning about the different jobs in your organization? Yes No
2. In your opinion, does this project contribute to improving students' self-concept? Yes No
3. In your opinion, does this project contribute to improving students' attitudes toward work? Yes No
4. In your opinion, do students seem to be gaining information about careers in general? Yes No
5. In your opinion, will students in the project be better able to make career choices? Yes No
6. In your opinion, has this project improved students' academic skills? Yes No

III. What changes would you suggest in the operation of the EBCE project?

5

IV. Outcome

1. What has been the most positive result of your participation in the EBCE project?

2. What has been the most negative result of your participation in the EBCE project?

V. Bias

1. Have you seen or heard evidence of racial bias in any aspect of this project?

2. Have you seen or heard evidence of sexual bias in any aspect of this project?

EBCE STUDENT SKILLS AND ATTITUDES INVENTORY

Name: _____

Cluster in which you
participate: _____

School: _____

Date: _____

We would like to find out what students have learned during their visits to job sites. This is not a test and you will not be graded on your responses. But we need to get more information about what works well at the sites and what doesn't.

Please respond as honestly as you can to the statements given.

If you are able to mark a statement yes because of your participation in EBCE, circle Yes.

If you knew what is covered in the statement before being in EBCE, or if it were not a part of your site visit, circle No.

If an item doesn't apply to the site(s) you visited, circle (DA).

Where there is space for more information, please write in your answer.

I. Name of first site you visited: _____

How many days were you at the site: _____

A. KNOWING THE SITE

FOR THIS SITE, I COULD:

1. List the names of all the departments. Yes No DA

Please give some examples.

2. Tell a stranger where to get questions answered. Yes No DA

3. List the products made. Yes No DA
Please give some examples.

4. List the services provided. Yes No DA
Please give some examples.

5. Tell who is in charge of what. Yes No DA

6. Explain five jobs people do there. Yes No DA

Please list two jobs and tell what those people do.

1. _____

2. _____

7. Tell what kind of training is needed for each job. Yes No DA
Please give an example.

8. Explain why this site is in the cluster area. Yes No DA
Please give two reasons.

1. _____

2. _____

9. Explain how to apply for a job with them. Yes No DA
Please give the first thing you would need to do.

10. Describe how orders for products are received and processed.

Yes No DA

11. Describe what happens when a customer or client comes in.

Yes No DA

Please describe briefly.

12. Actually do a job, or part of a job, which is done at the site.

Yes No DA

Please give an example.

13. Explain what job benefits a person who works there receives.

Yes No DA

Please give some examples.

14. Explain how a person who works there gets promoted.

Yes No DA

15. Explain how the products or services are made known (advertised/announced) to the public.

Yes No DA

16. Explain from where the monies to operate the company come.

Yes No DA

B. KNOWING ABOUT RESPONSIBILITY

4

I KNOW THAT IF I WERE WORKING THERE I WOULD:

- | | | | |
|---|-----|----|----|
| 1. Always get to work on time. | Yes | No | DA |
| 2. Never miss work without a good reason. | Yes | No | DA |
| 3. Call in if I were sick. | Yes | No | DA |
| 4. Do my job as well as I could. | Yes | No | DA |
| 5. Follow company rules for doing things. | Yes | No | DA |
| 6. Learn as much about how the company operated as I could. | Yes | No | DA |
| 7. Take pride in my work and my employer. | Yes | No | DA |
| 8. Take care with the company's property and equipment. | Yes | No | DA |
| 9. _____ | | | |
| _____ | | | |
| 10. _____ | | | |
| _____ | | | |

C. KNOWING HOW TO DEAL WITH PEOPLE

IF I WERE EMPLOYED THERE NOW I FEEL I COULD DO A GOOD JOB OF:

- | | | | |
|--|-----|----|----|
| 1. Handling customer complaints. | Yes | No | DA |
| 2. Selling products in a store. | Yes | No | DA |
| 3. Interviewing someone for a job. | Yes | No | DA |
| 4. Making a good impression. | Yes | No | DA |
| 5. Speaking to a large group. | Yes | No | DA |
| 6. Leading a group to get something done. | Yes | No | DA |
| 7. Getting along with people who had jobs like mine. | Yes | No | DA |
| 8. Following instructions from a supervisor. | Yes | No | DA |
| 9. Supervising the work of others. | Yes | No | DA |
| 10. Helping others on the job. | Yes | No | DA |
| 11. _____ | | | |
| _____ | | | |

12. _____

D. KNOWING ABOUT EQUIPMENT

PLEASE CIRCLE W IF YOU ACTUALLY WORKED WITH THE EQUIPMENT, OR O IF
 YOU OBSERVED AN EMPLOYEE OPERATING IT. CIRCLE DA OF NEITHER APPLIES.
 PLEASE LIST ANYTHING WE HAVE FORGOTTEN.

DURING MY VISIT TO THIS SITE, I WAS ACQUAINTED WITH THESE TYPES
 OF EQUIPMENT:

1. General office/business equipment. (Please list).

	Worked Equipment W	Observed Operation O	DA
a. _____	W	O	DA
b. _____	W	O	DA
c. _____	W	O	DA
d. _____	W	O	DA
e. _____	W	O	DA

2. Store equipment. (Please list.)

a. _____	W	O	DA
b. _____	W	O	DA
c. _____	W	O	DA
d. _____	W	O	DA
e. _____	W	O	DA

3. Hospital equipment. (Please list.)

a. _____	W	O	DA
b. _____	W	O	DA
c. _____	W	O	DA
d. _____	W	O	DA
e. _____	W	O	DA

- | | Worked
Equipment | Observed
Operation | |
|--|---------------------|-----------------------|----|
| 4. Food service equipment. (Please list.) | | | |
| a. _____ | W | 0 | DA |
| b. _____ | W | 0 | DA |
| c. _____ | W | 0 | DA |
| d. _____ | W | 0 | DA |
| e. _____ | W | 0 | DA |
| 5. Scientific equipment. (Please list.) | | | |
| a. _____ | W | 0 | DA |
| b. _____ | W | 0 | DA |
| c. _____ | W | 0 | DA |
| d. _____ | W | 0 | DA |
| e. _____ | W | 0 | DA |
| 6. Engineering/architectural equipment. (Please list.) | | | |
| a. _____ | W | 0 | DA |
| b. _____ | W | 0 | DA |
| c. _____ | W | 0 | DA |
| d. _____ | W | 0 | DA |
| e. _____ | W | 0 | DA |
| 7. Police/fire safety equipment. (Please list.) | | | |
| a. _____ | W | 0 | DA |
| b. _____ | W | 0 | DA |
| c. _____ | W | 0 | DA |
| d. _____ | W | 0 | DA |
| e. _____ | W | 0 | DA |

8. Manufacturing equipment. (Please list.)

Worked
EquipmentObserved
Operation

a. _____	W	0	DA
b. _____	W	0	DA
c. _____	W	0	DA
d. _____	W	0	DA
e. _____	W	0	DA

9. Industrial equipment. (Please list.)

a. _____	W	0	DA
b. _____	W	0	DA
c. _____	W	0	DA
d. _____	W	0	DA
e. _____	W	0	DA

10. Educational equipment. (Please list.)

a. _____	W	0	DA
b. _____	W	0	DA
c. _____	W	0	DA
d. _____	W	0	DA
e. _____	W	0	DA

11. Other. (Please list.)

a. _____	W	0	DA
b. _____	W	0	DA
c. _____	W	0	DA
d. _____	W	0	DA
e. _____	W	0	DA

II. Name of second site you visited: _____

How many days were you at the site: _____

A. KNOWING THE SITE

FOR THIS SITE, I COULD:

1. List the names of all the departments. Yes No DA

Please give some examples.

2. Tell a stranger where to get questions answered. Yes No DA

3. List the products made. Yes No DA

Please give some examples.

4. List the services provided. Yes No DA

Please give some examples.

5. Tell who is in charge of what. Yes No DA

6. Explain five jobs people do there. Yes No DA

Please list two jobs and tell what those people do.

1. _____

2. _____

7. Tell what kind of training is needed for each job. Yes No DA

Please give an example.

8. Explain why this site is in the cluster area. Yes No DA

Please give two reasons.

1. _____

2. _____

9. Explain how to apply for a job with them. Yes No DA

Please give the first thing you would need to do.

10. Describe how orders for products are received and processed.

Yes No DA

11. Describe what happens when a customer or client comes in.

Yes No DA

Please describe briefly.

12. Actually do a job, or part of a job, which is done at the site.

Yes No DA

Please give an example.

13. Explain what job benefits a person who works there receives.

Yes No DA

Please give some examples.

14. Explain how a person who works there gets promoted.

Yes No DA

15. Explain how the products or services are made known (advertised/announced) to the public.

Yes No DA

16. Explain from where the monies to operate the company come.

Yes No DA

12.

D. KNOWING ABOUT EQUIPMENT

PLEASE CIRCLE W IF YOU ACTUALLY WORKED WITH THE EQUIPMENT, OR O IF YOU OBSERVED AN EMPLOYEE OPERATING IT. CIRCLE DA IF NEITHER APPLIES. PLEASE LIST ANYTHING WE HAVE FORGOTTEN.

DURING MY VISIT TO THIS SITE, I WAS ACQUAINTED WITH THESE TYPES OF EQUIPMENT:

1. General office/business equipment. (Please list).

	Worked Equipment W	Observed Operation O	DA
a. _____	W	O	DA
b. _____	W	O	DA
c. _____	W	O	DA
d. _____	W	O	DA
e. _____	W	O	DA

2. Store equipment. (Please list.)

a. _____	W	O	DA
b. _____	W	O	DA
c. _____	W	O	DA
d. _____	W	O	DA
e. _____	W	O	DA

3. Hospital equipment. (Please list.)

a. _____	W	O	DA
b. _____	W	O	DA
c. _____	W	O	DA
d. _____	W	O	DA
e. _____	W	O	DA

4. Food service equipment. (Please list.)

Worked
EquipmentObserved
Operation

a. _____	W	0	DA
b. _____	W	0	DA
c. _____	W	0	DA
d. _____	W	0	DA
e. _____	W	0	DA

5. Scientific equipment. (Please list.)

a. _____	W	0	DA
b. _____	W	0	DA
c. _____	W	0	DA
d. _____	W	0	DA
e. _____	W	0	DA

6. Engineering/architectural equipment. (Please list.)

a. _____	W	0	DA
b. _____	W	0	DA
c. _____	W	0	DA
d. _____	W	0	DA
e. _____	W	0	DA

7. Police/fire safety equipment. (Please list.)

a. _____	W	0	DA
b. _____	W	0	DA
c. _____	W	0	DA
d. _____	W	0	DA
e. _____	W	0	DA

	Worked Equipment	Observed Operation	
8. Manufacturing equipment. (Please list.)			
a. _____	W	0	DA
b. _____	W	0	DA
c. _____	W	0	DA
d. _____	W	0	DA
e. _____	W	0	DA
9. Industrial equipment. (Please list.)			
a. _____	W	0	DA
b. _____	W	0	DA
c. _____	W	0	DA
d. _____	W	0	DA
e. _____	W	0	DA
10. Educational equipment. (Please list.)			
a. _____	W	0	DA
b. _____	W	0	DA
c. _____	W	0	DA
d. _____	W	0	DA
e. _____	W	0	DA
11. Other. (Please list.)			
a. _____	W	0	DA
b. _____	W	0	DA
c. _____	W	0	DA
d. _____	W	0	DA
e. _____	W	0	DA

III. Name of third site you visited: _____

How many days were you at the site: _____

A. KNOWING THE SITE

FOR THIS SITE, I COULD:

1. List the names of all the departments. Yes No DA

Please give some examples.

2. Tell a stranger where to get questions answered. Yes No DA

3. List the products made. Yes No DA

Please give some examples.

4. List the services provided. Yes No DA

Please give some examples.

5. Tell who is in charge of what. Yes No DA

6. Explain five jobs people do there. Yes No DA

Please list two jobs and tell what those people do.

1. _____

2. _____

7. Tell what kind of training is needed for each job. Yes No DA

Please give an example.

8. Explain why this site is in the cluster area. Yes No DA

Please give two reasons.

1. _____

2. _____

9. Explain how to apply for a job with them. Yes No DA

Please give the first thing you would need to do.

10. Describe how orders for products are received and processed.

Yes No DA

11. Describe what happens when a customer or client comes in.

Yes No DA

Please describe briefly.

12. Actually do a job, or part of a job, which is done at the site.

Yes No DA

Please give an example.

13. Explain what job benefits a person who works there receives.

Yes No DA

Please give some examples.

14. Explain how a person who works there gets promoted.

Yes No DA

15. Explain how the products or services are made known (advertised/announced) to the public.

Yes No DA

16. Explain from where the monies to operate the company come.

Yes No DA

B. KNOWING ABOUT RESPONSIBILITY

18

I KNOW THAT IF I WERE WORKING THERE I WOULD:

- | | | | |
|---|-----|----|----|
| 1. Always get to work on time. | Yes | No | DA |
| 2. Never miss work without a good reason. | Yes | No | DA |
| 3. Call in if I were sick. | Yes | No | DA |
| 4. Do my job as well as I could. | Yes | No | DA |
| 5. Follow company rules for doing things. | Yes | No | DA |
| 6. Learn as much about how the company operated as I could. | Yes | No | DA |
| 7. Take pride in my work and my employer. | Yes | No | DA |
| 8. Take care with the company's property and equipment. | Yes | No | DA |
| 9. _____ | | | |
| _____ | | | |
| 10. _____ | | | |
| _____ | | | |

C. KNOWING HOW TO DEAL WITH PEOPLE

IF I WERE EMPLOYED THERE NOW I FEEL I COULD DO A GOOD JOB OF:

- | | | | |
|--|-----|----|----|
| 1. Handling customer complaints. | Yes | No | DA |
| 2. Selling products in a store. | Yes | No | DA |
| 3. Interviewing someone for a job. | Yes | No | DA |
| 4. Making a good impression. | Yes | No | DA |
| 5. Speaking to a large group. | Yes | No | DA |
| 6. Leading a group to get something done. | Yes | No | DA |
| 7. Getting along with people who had jobs like mine. | Yes | No | DA |
| 8. Following instructions from a supervisor. | Yes | No | DA |
| 9. Supervising the work of others. | Yes | No | DA |
| 10. Helping others on the job. | Yes | No | DA |
| 11. _____ | | | |
| _____ | | | |

12. _____

D. KNOWING ABOUT EQUIPMENT

PLEASE CIRCLE W IF YOU ACTUALLY WORKED WITH THE EQUIPMENT, OR O IF
 YOU OBSERVED AN EMPLOYEE OPERATING IT. CIRCLE DA OF NEITHER APPLIES.
 PLEASE LIST ANYTHING WE HAVE FORGOTTEN.

DURING MY VISIT TO THIS SITE, I WAS ACQUAINTED WITH THESE TYPES
 OF EQUIPMENT:

1. General office/business equipment. (Please list).

	Worked Equipment	Observed Operation	
	W	O	DA
a. _____	W	O	DA
b. _____	W	O	DA
c. _____	W	O	DA
d. _____	W	O	DA
e. _____	W	O	DA

2. Store equipment. (Please list.)

a. _____	W	O	DA
b. _____	W	O	DA
c. _____	W	O	DA
d. _____	W	O	DA
e. _____	W	O	DA

3. Hospital equipment. (Please list.)

a. _____	W	O	DA
b. _____	W	O	DA
c. _____	W	O	DA
d. _____	W	O	DA
e. _____	W	O	DA

- | | Worked
Equipment | Observed
Operation | |
|--|---------------------|-----------------------|----|
| 4. Food service equipment. (Please list.) | | | |
| a. _____ | W | 0 | DA |
| b. _____ | W | 0 | DA |
| c. _____ | W | 0 | DA |
| d. _____ | W | 0 | BA |
| e. _____ | W | 0 | DA |
| 5. Scientific equipment. (Please list.) | | | |
| a. _____ | W | 0 | DA |
| b. _____ | W | 0 | DA |
| c. _____ | W | 0 | DA |
| d. _____ | W | 0 | DA |
| e. _____ | W | 0 | DA |
| 6. Engineering/architectural equipment. (Please list.) | | | |
| a. _____ | W | 0 | DA |
| b. _____ | W | 0 | DA |
| c. _____ | W | 0 | DA |
| d. _____ | W | 0 | DA |
| e. _____ | W | 0 | DA |
| 7. Police/fire safety equipment. (Please list.) | | | |
| a. _____ | W | 0 | DA |
| b. _____ | W | 0 | DA |
| c. _____ | W | 0 | DA |
| d. _____ | W | 0 | DA |
| e. _____ | W | 0 | DA |

8. Manufacturing equipment. (Please list.)

Worked Equipment	Observed Operation
---------------------	-----------------------

a. _____	W	O	DA
b. _____	W	O	DA
c. _____	W	O	DA
d. _____	W	O	DA
e. _____	W	O	DA

9. Industrial equipment. (Please list.)

a. _____	W	O	DA
b. _____	W	O	DA
c. _____	W	O	DA
d. _____	W	O	DA
e. _____	W	O	DA

10. Educational equipment. (Please list.)

a. _____	W	O	DA
b. _____	W	O	DA
c. _____	W	O	DA
d. _____	W	O	DA
e. _____	W	O	DA

11. Other. (Please list.)

a. _____	W	O	DA
b. _____	W	O	DA
c. _____	W	O	DA
d. _____	W	O	DA
e. _____	W	O	DA

IV. PLEASE WRITE A FEW SENTENCES ANSWERING THE QUESTIONS BELOW FROM YOUR TIME IN EBCE.

1. Which of the sites you visited are in your cluster area? Please list.

a. _____

b. _____

c. _____

Explain what you found similar at these sites. Why do you think these are in same cluster?

2. What jobs did you learn about through your site visits which you did not know about before? Please list.

3. What jobs did you find out about through EBCE that you think you might be interested in? Please list.

4. What does "job satisfaction" mean to you?

5. What is the most important thing you learned in EBCE this quarter?

6. What would you have liked to learn in EBCE that you didn't?

7. What suggestions do you have for changing EBCE for next year?
